CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions and suggestions that concerning the results of the study discussed in the previous chapters.

5.1 Conclusion

The first phase of this research is need analysis where the writer analyses the existing English speaking test assessment instruments from three universities in mid-test and final test format. The writer also divided every analyzed of existing speaking assessment instruments into eight components of assessment instruments and for the speaking only using the component of objective test: course information, time allocation, instruction, test format and types, topics, test items, marks and administration of the test. Those eight components of assessment instrument in speaking assessment instruments were reconciled subsequently in order to analyze their similarities, differences, and find the gap of those components into ICT competences. The writer decided to design the table of specification and instrument of speaking test to make high coverage of ICT competencies integrated that was found lack in the existing assessment instruments. The use of ICT competences are still as a tool which use hardware such as computer, laptop and printer as well as software such as Windows/Mac and Microsoft Word by using features on them such as page layout, margins, table, font type and size, numbering, space and grammar checker. The ICT competences indicators followed the standard conventions by UNESCO of Technology Literacy that mostly used on the existing assessment instruments are using word processing software to write a worksheet,. The second also followed the standard conventions by UNESCO of Technology Literacy is using ICT resources to enhance their productivity.

Second, creating an ideal table of specification to consider the nature of the course, course objectives and skill to be covered which can be obtained from the existing syllabus and theory from scholar. After that the elements of the table of specification should be decided based on the underlying theory. The components of table of specification is adapted from experts which consist of learning objectives, description of test taker, test level, taxonomy, input sources, topics, time allocation, nature of content, test format, instruction, test items, scoring, and administration and finally the ICT competences indicators are integrated within each components of the table of specification.

Third, based on the analysis that shows the extent of the existing assessment instrument made use of ICT competences and procedure of designing table of specification, the ICT competences-integrated table of specifications were designed by using the components of table of specification described by scholars. ICT competences infused in components of table of specification were on learning objective, input sources, topics, nature of content, and administration.

Fourth, based on the table of specification the ICT competences-integrated assessment instrument test is designed to fulfill the gap found on the analyzing phase. The ICT competences-Integrated assessment instrument use ICT competences in 3 level namely: Technology Literacy, Knowledge Deepening and Knowledge Creation. In order to design ICT competences integrated test, the test components were adapted from by (Brown, 2003) and (Russell & Airasian, 2012) which infusing ICT competences by ICT competency framework by UNESCO.

5.2 Suggestions

This study is expected to contribute in providing valuable insight regarding the study of designing ICT competences-integrated speaking assessment instruments for English Language Education Study Program; table of specifications and tests / non-tests. For

further researcher, this study suggested to be developed further with more data sources. Then, for the teacher, the product of this study suggested could be used in the actual teaching and learning process in the current era.